DOCUMENT RESUME

ED 167 532 **SP 013 917**

TITLE	Social Studies Methods of Instruction (Prescriptive Learning Package 2). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Apr 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Elementary Education; *Inservice Teacher Education; *Instructional Design; *Learning Modules; *Program Descriptions; *Social Studies; *Teaching Methods; Validated Programs

ABSTRACT

The teacher inservice program and materials described here are designed to bring about a higher degree of sophistication in the area of instructional program planning given individual learning situations. The participants in the program translate goals into specific objectives, develop appropriate learning alternatives, rank the alternatives, and prescribe the alternative that seems most appropriate. This description provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: SOCIAL STUDIES METHODS OF INSTRUCTION (Prescriptive Learning Package - 2)

ED167532

Publication Date(s): 1973

Intended Users: Inservice teachers of social studies - as well as of other curricular areas-interested in using social studies methods in instruction

Grade Level(s): K - 6; adaptable for 7 - 12 as well

Number: Class-sized group

Primary Focus: This product makes users "aware of specified instructional approaches in reading, arithmetic, and other elementary school curricular areas."

School subject(s) and/or in-service topic(s) covered: The subject is social studies at the elementary school level. 27 methods of social studies instruction are included. Several are:

- Comparative analysis
- Demonstration
- Diagnosis
- Directed observation
- Discussion
- Dramatization
- Drill
- Experimentation
- Field experience
- Field trip
- Group work
- Laboratory experience
- Lecture
- Listening

What participant does in using the materials: The participant:

- Reads the printed material contained in learning package,
- Views the videotape,
- Re-reads and studies the printed material,
- Completes assessment of Objective 1 in assessment booklet,
- Has instructor check completed Objective 1 assessment, and
- Plans and assesses social studies lessons, having instructor check plans.

Resources:

Provided are:

- 27 page manual
- videotape
- bibliography

Resources needed, but not provided, include special kits, collections, materials and audiovisual equipment (enumerated in 5.3).

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Describer critique:

Excellent organization and descriptive language are used. Product is most suitable in its practical application. A large number of equipment needs are indicated, but should be easy to secure.

SP013917

teacher strategies

1.0 PURPOSES:

The developer hopes that participants will "exhibit a high degree of sophistication in the area of instructional program planning, i.e., given individual learning situations (the situtations of children at different operational levels in various curricular areas who have various: a) abilities, b) disabilities, c) learning styles, d) self-concepts, and e) interests, curriculum goals and sets of curricular resources. They (the participants) will translate goals into specific objectives, develop appropriate learning alternatives, rank the alternatives, and prescribe the alternative that seems most appropriate."

Attitude changes, value clarification and understanding are all implied goals.

2.0 CONTENT — Scope and Sequencing of Topics:

Product is a 27-page printed booklet and a videotape.

The learning package contains in printed form:

1. A list of 26 different methods of instruction that can be used in planning social studies lessons for elementary school youngsters;
2. A definition of each of these methods of instruction;
3. An example of how each of these programs of instruction can be used within the social studies program of the Buffalo Public Schools;
4. A series of "tips" on how to effectively plan to use each of these methods of instruction;
5. An abbreviated flow chart of the Buffalo Public Schools' social studies program;
6. A list of resources that can be used in implementing various methods of instruction;
7. A selected bibliography in social studies; and
8. An assessment booklet for pre/post assessment

The videotape contains:

1. Illustrative aides for each method of instruction,
2. Narrative definition of each method, and
3. Illustrations of two methods being used by elementary students.

Prerequisities: "This package assumes that participants have shown competency in at least some of the diagnostic performance areas which appear in the project model. The package also assumes competence in the area of Performance Expectation # 1, "Prescriber".

Material should be used as second unit of a sequence (see preceding paragraph).

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Program participants are to:
- Read the printed material contained in package,
- View the video tape,
- Re-read and study the printed material,
- Complete Objective 1 in assessment booklet and have instructor check completed Objective 1 assessment,
- Plan social studies lessons (number to be determined by instructor), and
- Assess plans using assessment of Objective 2 in assessment booklet and have instructor check.

3.2 Help given in use of product:

A two page bibliography is included.
No manuals, guides or provision for training are given.
A two-page list of needed materials is given. These are not included in the product and must be secured/collected by the users.
A coordinator from the school system is needed.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

On page three, developer states that: "Program participants who feel that they already possess competence in the areas addressed by objectives of this package may arrange with their instructor for a pre-assessment." However, no such test is included.

A post-assessment booklet is included; this test is administered by the participant.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Resources required include:

- A classroom
- A movie projector and sound system
- An individual booklet for each participant

User must supply administrative/organizational arrangements. Supervisory support is needed. (See 5.3)

A semester would be required, using one hour segments, to complete this unit.

5.2 Distributor name/address:

State University College At Buffalo
1300 Elmwood Avenue
Buffalo, N.Y. 14222

Contact: Lewis Sinatra, Project Coordinator
William Licata, Project Director
(716) 862-5012

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
SOCIAL STUDIES METHODS OF INSTRUCTION				
27-page booklet	$1.00	No	1 each	Yes

Resources Not Included but Needed:

- Equipment for making transparencies and 35 mm. slides
- Duplicating machine
- Collection of Children's trade books
- Kits constructed by teachers - artifacts
- Collection of basal social studies texts
- Collection of resources and teaching units
- Files of standardized and teacher made social studies test
- Photocopy equipment
- Collection of maps, globes
- Kits of materials for use in role playing
- Lists of names, addresses, phone numbers of local agencies willing to cooperate with the social studies program
- Video-tape

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

John Bruno of the Department of Curriculum and Instruction, SUNY at Buffalo, in accordance with Performance Expectation 2 In the Prescriptive Role Area of the Program Model for the Portal School Diagnostic-Prescriptive Project 7th Cycle Teacher Corps, State University College at Buffalo, developed this program.

6.2 How developed and when:

In 1963, through a collaborative effort involving Bruno, Lewis Sinatra, (Buffalo Teachers Corps Staff), teachers, principals, and Teachers Corps interns in the Buffalo area, this product was developed.

6.3 Evidence of effectiveness with users:

The program was field tested on up to 200 teachers in the Buffalo area. Positive feedback underscored the validity and usefulness of the product as an inservice training design.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The needs addressed include practical, concrete lessons for social studies teachers. The product fills these needs well because it categorizes so many (27) alternative methods of instruction. Activities and definitions are supplied, making the unit easy to follow. This material, aimed at grades K - 6, is readily adaptable to grades 7 - 12. The ease of use is a quality enhancing the product. The clear English, which is free of jargon, is also a positive factor.

This material is also adaptable to various subject areas besides social studies, e.g., reading and mathematics. Teachers interested in an interdisciplinary approach would find this useful.

Content accuracy/social fairness/community acceptance issues:

The content seems accurate. The unit is free of racial, social, ethnic and sexual bias.

Overall summary/comment:

Main strengths include organization, concreteness and clear language.

A large number of instructional methods is included and equipment needs are extensive. The practicality of this instructional tool makes the unit appropriate for a social studies department -- as well as for other curricular subjects (most notably math and reading).